A Survey Study on the Academics' Views towards the Usefulness of the Bologna Process at Imam Ja'far Alsadiq University

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ABSTRACT:
The current research aims to study if the Bologna path is useful in education according to the openions of students of the Technical College at Imam Ja'far Alsadiq University (Ijsu) - Baghdad - Iraq, the research sample consisted of (109) male and female students from the Department of Communications Technology Engineering, and a questionnaire was prepared for that consisted of one question, and the indicators of their validity and stability were verified, then the data were processed statistically using the statistical SPSS computer program, and the results indicated that the application of the Bologna path is useful in education for students.

KEYWORDS - *Bologna process, Imam Ja`far Alsadiq University, Technical Colledge, SPSS*

I.   INTRODUCTION

1.1 The nature of the problem

What are the point views of the first-stage students of the Department of Communications Technology Engineering at the Technical College at Imam Ja'far Alsadiq University (pbuh) on the usefulness of using the Bologna Path in education?

1.2   Previous work

There are more than (100000) previous work about the students views on Bologna Path , some of them are :

1.   Christian Bob Nicol , et al[1] , reviewed postsecondary school students' experiences in the science laboratories. This review has implied that students should not be left out in science laboratory learning reform efforts and their views about what obtains in the science laboratories should be routinely monitored to inform such reforms.

2.   Lars Ulriksen[2], contributes to a discussion of the Bologna process with a particular focus on the implementation of the two-cycle degree structure (3+2) and the practices and paths of higher education students

3.   Sabrine Hoidn[3], studied Common understandings/definitions of SCL; Drivers of curricular higher education reforms; Implementation of SCL in EHEA countries; European policy history of SCL; Implementation obstacles.

4.   Frohlich , et al[4], present a reality-check of what has been agreed upon by national governments within the Bologna Process and what the actual reality is for students.

5.   Farshid Sham[5], describes the developments in the Bologna process that started in 1999. The attempt to create the European Higher Education Area (EHEA) is arguably one of the largest reform projects ever in higher education and such reform initiatives warrant a critical assessment of the achievements.

6.   Manja Klemenčič[6] , studied the seven years after the signature of the Bologna Declaration, Despite progress on many fronts, the main objectives of the Bologna process – better quality, more mobility, greater attractiveness of European higher education and better employability of European students{ XE "students"

7.   Miguel Portela[7] studied : First, it concentrates on a variable that better translates total demand for an academic program, namely the total number of students; and, second, an econometric model that better fits the data is estimated.

8.   Jelena Osmanović Zajić, et al[8], obtained results by the chi square test, which proved a statistically significant difference in the respondents' answers as regards the year of study.

9.   Ulrich Teichler[9] , proved that some general trends are visible. First, Bologna has contributed to greater internal mobility of students from other parts of the world. Second, the event of outwards mobility during the course of study up to graduation has turned out to be more frequent than expected by many experts. Third, the value of student mobility gradually declines as a consequence of gradual loss of exclusiveness.

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10.   Dr. Farhad Mohammad Raja[10], Prepared the perceptions of academicians in Duhok Polytechnic University toward the Bologna process. The research findings implied that the process might be implemented. To summarize, and according to university's academics, various initiatives had made toward the adoption of the Bologna process.

1.3   Purpose and the contribution
The researcher in the current research aims to identify the consideration of students of the first stage in the Department of Communication Technology Engineering about the usefulness of using the Bologna Path in university education, as the first experience in Iraq, and this research will contribute to promoting the use of this path or not in the future.

II.   THEORITICAL PART

2.1 Bologna Path
Imam Ja`far Alsadiq University (IJSU) is a public university in Iraq that has started implementing the Bologna Process in 2023. On June 19, 1999, educational ministers from 29 different European nations signed an agreement in the Italian city of Bologna that would become known as the Bologna process.[10]. The process seeks to promote a higher education system in Europe that is both internationally competitive and globally appealing.

2.2 Methodology
In this study, a questionnaire was used. It had only one question, it was "I see the Bologna Process is useful in education!". This question was took from some quastionnaires ordinary used to test the usefulness of any university education process.

2.3. Participants of the Study
109 student of both genders (male and female) in communications technical engineering department of technical colledge in Imam Ja`far Alsadiq university involved in the study during the academic year 2023- 2024. All the participants were engaged in bologna process; and consented to respond the question in the study.

2.4 Data Collection and Data Analysis
A survey was used to gather the necessary information. Data were examined using a 5-point Likert scale (I do n`t agree at all, I do n`t agree, unaligned, I agree, I completely agree) that was derived from the researcher-created scale.

2.5 SPSS computer Program
The IBM® SPSS® software platform offers advanced statistical analysis, a vast library of machine learning algorithms, text analysis, open-source extensibility, integration with big data and seamless deployment into applications. Its ease of use, flexibility and scalability make SPSS accessible to users of all skill levels. What's more, it's suitable for projects of all sizes and levels of complexity, and can help you find new opportunities, improve efficiency and minimize risk[11]

III.   PRACTICAL PART
A questionnaire was prepared in the previously mentioned way, and it was distributed to the students of the first stage in the Department of Communications Technology Engineering, and after filling it out by them, it was entered into the SPSS program for statistical analysis, according to the following steps:
1.   The SPSS computer program is excuted.
2.   Press Open, then New, then Save, and the results file is named result.pdf
3.   Select Variable view and the required information is filled in the name field. Let the name is "Q1".
4.   In the label list, the question is written.
5.   From the value menu, click on value labels and write the 1st option (1. I do not agree at all). Then click add.
6.   Then click on Repeat the process for the rest of the choices (2. I do not agree), (3.unaligned), (4. I agree) and (5. I completely agree). Then click OK.
7.   Click Variable view , and write the selection number of all participants (109).
8.   The analyze statement is selected from the top bar of tasks.
9.   The phrase descriptive statistics is chosen.
10.   The phrase frequencies is chosen.
11.   All the options in the list are selected, and the exit button is pressed.
12.   The statistics phrase is selected.
13.   The central tendency phrase is activated, so all phrases (mean, median, sum mode) are activated.

14. The phrase "Reduction" is activated, so it activates the phrases (minimum, maximum, s.e.mean, variance range, std. diviation).
15. The characterize posterior statement is activated, so the phrases (skewness, kurtosis) are activated.
16. The percentile values clause is selected and then only quartiles phrase is selected, then continue statement is pressed.
17. The charts statement is chosen, then histograms, then continue, then ok.
18. Preliminary results show.
19. Return to the original list and choose the analyze statement, then descriptive statistics, then explore, then number, then exit.
20. The dependent list appears, the rest statements are selected, and then exited.
21. Factor list appears, the statistics statement is selected , then (Quartiers, Persentelis, M-estematores) are selected.
22. Plot statement is selected, then Boxplot is elected, then Factor Level Togther, then Continui, then Ok.
23. The full results appear , they are stored from the File menu and then Saved.

IV. RESULTS

Explore

I see the Bologna Process is useful in education

Table 3-1
Case Processing Summary

I see the Bologna process is useful in education		Val Id		Missing		Total
		N	Percent	N	Percent	N
number	I do n`t agree at all	4	100.0%	0	0.0%	4
	unaligned	6	100.0%	0	0.0%	6
	I agree	17	100.0%	0	0.0%	17
	I completely agree	82	100.0%	0	0.0%	82

Table 3-2
Case Processing Summary

I see the Bologna process is useful in education		Casas total Percent
number	I do n`t agree at all	100.0%
	unaligned	100.0%
	I agree	100.0%
	I completely agree	100.0%

Table 3-3
Descriptives

I see the Bologna track is useful in education		Statistic			Std. Error
Number	I do n`t agree at all	Mean		61.5000	15.94522
		95% Confidence Interval for Mean	Lower Bound	10.7552	
			Upper Bound	112.2448	
		5% Trimmed Mean		61.4444	
		Median		61.0000	
		Variance		1017.000	
		Std. Deviation		31.89044	
		Minimum		24.00	
		Maximum		100.00	
		Range		76.00	
		Interquartile Range		61.50	

		Skewness	.084	1.014
		Kurtosis	-.003	2.619
unaligned		Mean	51.3333	15.45244
	95% Confidence Interval for Mean	Lower Bound	11.6116	
		Upper Bound	91.0551	
		5% Trimmed Mean	51.5926	
		Median	55.5000	
		Variance	1432.667	
		Std. Deviation	37.85058	
		Minimum	2.00	
		Maximum	96.00	
		Range	94.00	
		Interquartile Range	75.25	
		Skewness	-.221	.845
		Kurtosis	-1.862	1.741
I agree		Mean	59.941	8.75671
	95% Confidence Interval for Mean	Lower Bound	41.3778	
		Upper Bound	78.5046	
		5% Trimmed Mean	60.2124	
		Median	61.0000	
		Variance	1303.559	
		Std. Deviation	36.10483	
		Minimum	7.00	
		Maximum	108.00	
		Range	101.00	
		Interquartile Range	70.00	
		Skewness	.032	.550
		Kurtosis	-1.742	1.063
I completely agree		Mean	53.9024	3.38330
	95% Confidence Interval for Mean	Lower Bound	47.1707	
		Upper Bound	60.6341	
		5% Trimmed Mean	53.7967	
		Median	54.5000	
		Variance	938.632	
		Std. Deviation	30.63711	
		Minimum	1.00	
		Maximum	109.00	
		Range	108.00	
		Interquartile Range	52.50	
		Skewness	-.016	.266
		Kurtosis	-1.110	.526

Table 3-4
M-Estimators

I see the Bologna track as useful in education		Huber's M-Estimator[a]	Tukey's Biweight[b]	Hampel's M-Estimator[c]	Andrews' Wave[d]
Number	I do n`t agree at all	61.0000	61.1889	61.500	61.1893
	unaligned	51.9735	51.9987	51.3333	52.0041
	I agree	60.2747	59.8450	59.9412	59.8425
	I completely agree	54.1097	54.0450	53.8245	54.0462

a. The weighting constant is 1.339.   c. The weighting constants are 1.700, 3.400, and 8.500
a. The weighting constant is 4.685.   d. The weighting constant is 1.340*pi.

Table 3-5
Percentiles

I see the Bologna process is useful in education			5	10	25
Weighted Average	number(Definition 1)	I do n`t agree at all	24.0000	24.0000	31.0000
		unaligned	2.0000	2.0000	11.7500
		I agree	7.0000	15.0000	28.0000
		I completely agree	5.1500	10.3000	26.7500
Tukey's Hinges	number	I do n`t agree at all			38.0000
		unaligned			15.0000
		I agree			28.0000
		I completely agree			27.0000

Table 3-6

Percentiles

I see the Bologna Process is useful in education			50	75	90
Weighted Average	number(Definition 1)	I do n`t agree at all	61.0000	92.5000	.
		Unaligned	55.5000	87.0000	.
		I agree	61.0000	98.0000	104.8000
		I completely agree	54.5000	79.2500	94.7000
Tukey's Hinges	number	I do n`t agree at all	61.0000	85.0000	
		Unaligned	55.5000	84.0000	
		I completely agree	54.5000	79.0000	

Table 3-7

Percentiles

I see the Bologna Process is useful in education			95
Weighted Average	number(Definition 1)	I do n`t agree at all	.
		unaligned	.
		I agree	.
		I completely agree	103.7000
Tukey's Hinges	number	I do n`t agree at all	
		unaligned	
		I agree	
		I completely agree	

Table 3-8

Extreme Values[a]

I see the Bologna Process is useful in education			Case Number		Value
Number	I do n`t agree at all	Highest	1	100	100.00
			2	70	70.00
		Lowest	1	24	24.00
			2	52	52.00
	unaligned	Highest	1	96	96.00
			2	84	84.00
			3	68	68.00
		Lowest	1	2	2.00
			2	15	15.00
			3	43	43.00
	I agree	Highest	1	108	108.00
			2	104	104.00
			3	103	103.00
			4	99	99.00
			5	97	97.00
		Lowest	1	7	7.00
			2	17	17.00
			3	18	18.00
			4	29	28.00
			5	28	28.00
	I completely agree	Highest	1	109	109.00
			2	107	107.00
			3	106	106.00
			4	105	104.00
			5	102	102.00
		Lowest	1	1	1.00
			2	3	3.00
			3	4	4.00
			4	5	5.00
			5	6	6.00

a.　　The requested number of extreme values exceeds the number of data points. A smaller number Dvofextremes is displayed.
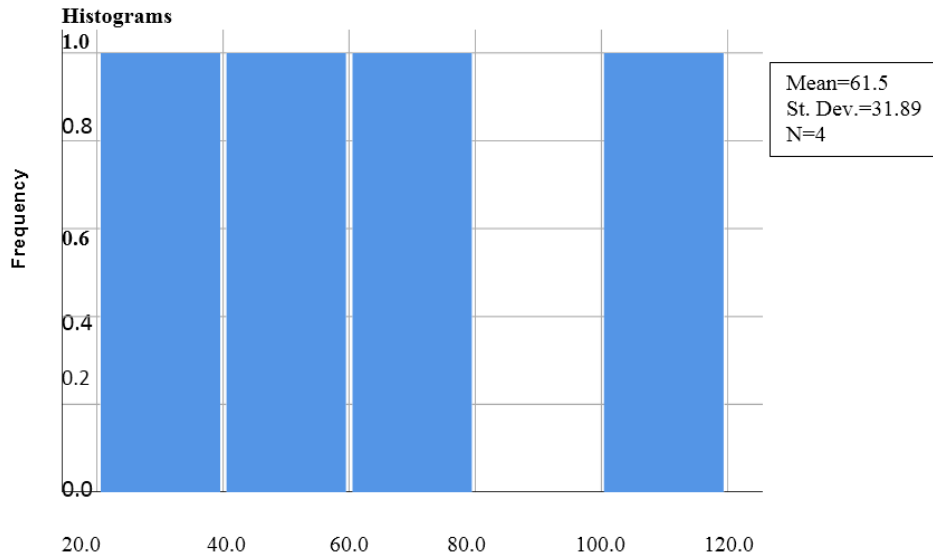
Histograms

Mean=61.5
St. Dev.=31.89
N=4

Figure (3-1) Histogram for Q=I do n`t agree at all

Mean = 51.33
St. Dev.= 37.851
N = 6
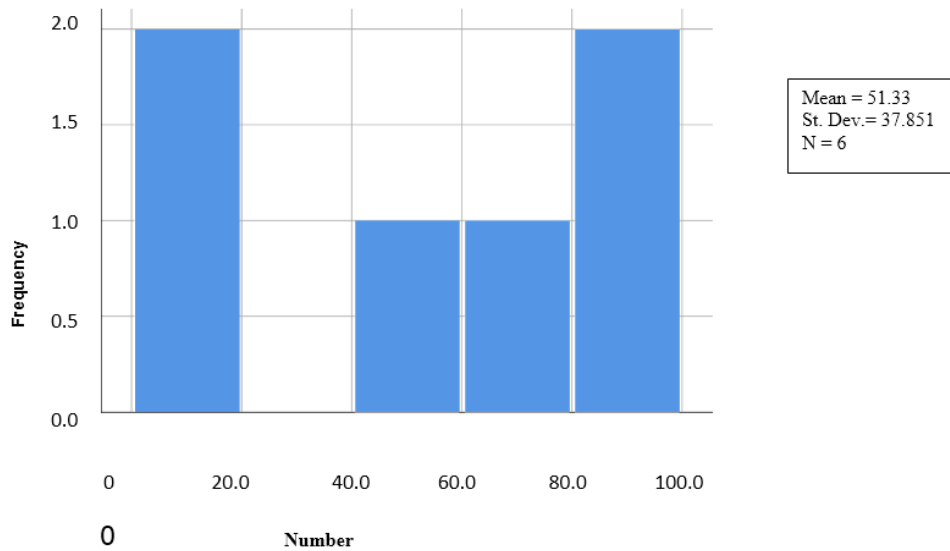
Figure 3-2 Histogram for Q1= unaligned

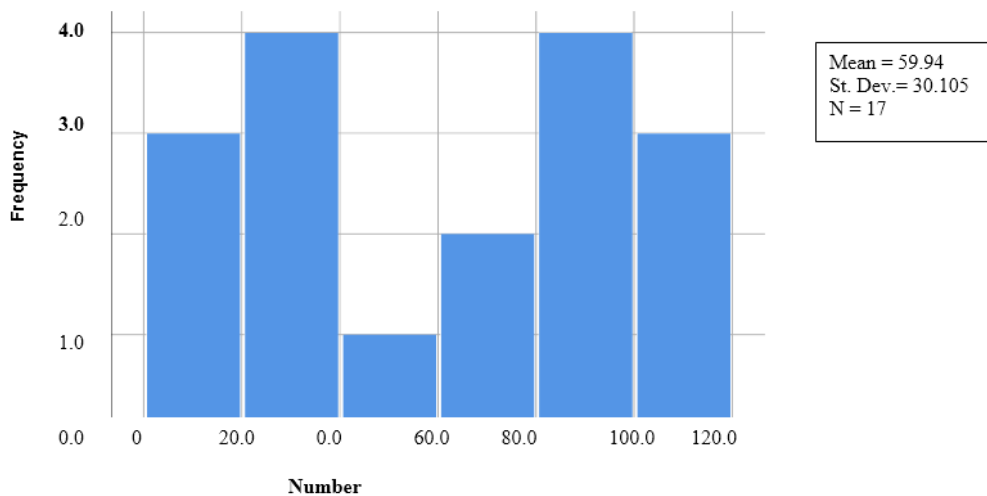Mean = 59.94
St. Dev.= 30.105
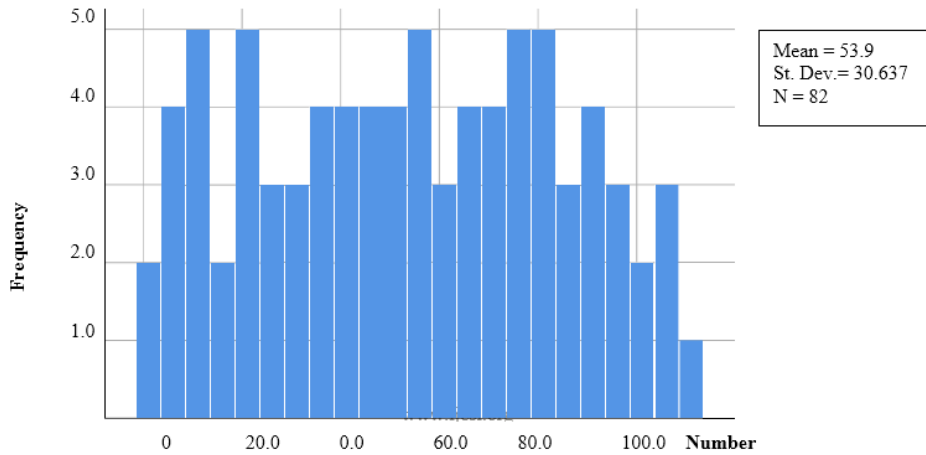N = 17

Figure 3-3 Histogram for Q1= I agree

Figure 3-4 Histogram for Q1= I completely agree

Table 3-10
Stem-and-Leaf Plots
number Stem-and-Leaf Plot for Q1= I do n`t agree at all

Frequency	Stem &	Leaf
1.00	0 .	2
2.00	0 .	57
1.00	1 .	0

Stem width: 100.00

Each leaf: 1 case(s)

number Stem-and-Leaf Plot for Q1= unaligned

Frequency   Stem & Leaf
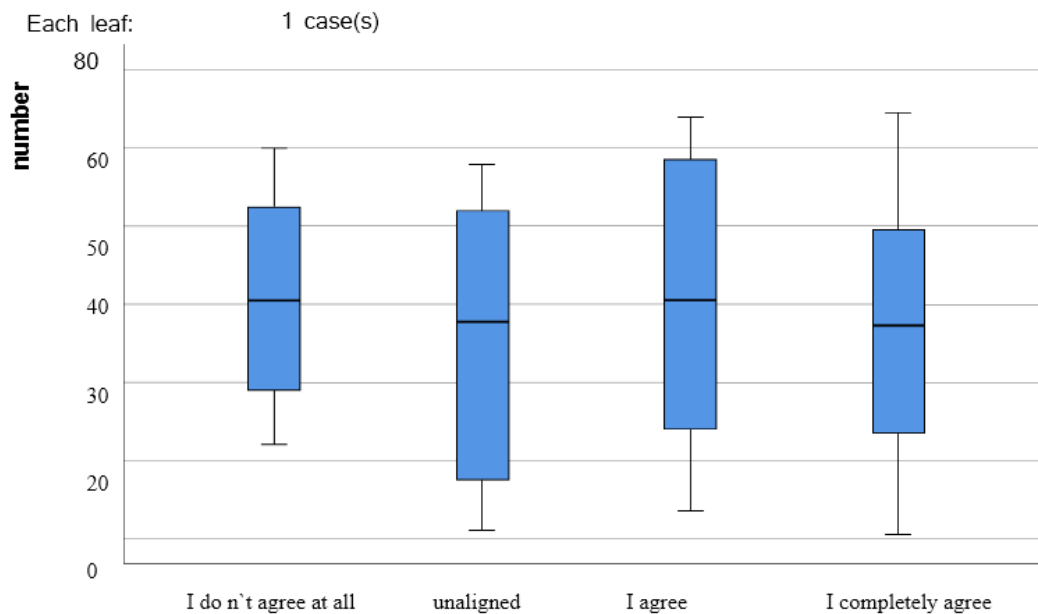3.00   0 .   014
3.00   0 .   689
Stem width: 100.00

Each leaf: 1 case(s)

Figure 3-5 I see the Bologna Process is useful in eduction

V.   CONCLUSION

Table (3-1) shows that the percentage of students who are completely agree that the Bologna Process is useful in eduction was higher than the rest of the choices, reaching (75%), which is very high.

Table (3-3) shows that the completely agree choice got the lowest mean statistics value with a score of 53.9 and the lowest score of standard error=3.38.

In the M-estimator field, the completely agree selection received the lowest values on all scales (Huber's, Tukey's, Hampel's, Andrews wave).

In the same way, the remaining tables and curves confirm that the choice of completely agree with Bologna Process being useful in education is the preferred choice of most first-year students in the Department of Communications Technology Engineering at the Technical College at Imam Ja`far Al-Sadiq University.

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